

A Study of Kindergarten Teachers' Practices on Classroom Management

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Abstract

The main purpose of this study is to study the classroom management practices of kindergarten teachers. The specific aims are: 1) to study the current situations of classroom management practices of kindergarten teachers, 2) to investigate the classroom management practices of kindergarten teachers according to personal factors, and 3) to identify the classroom management practices of kindergarten teachers according to class size. A total of 162 kindergarten teachers from Basic Education Schools in Mawlamyine Township, Mon State were selected as participants in this study. Quantitative and qualitative approaches were applied in this study. The questionnaire was developed by the researcher based on the related literature. The reliability coefficient was 0.89 for the questionnaire to explore the classroom management practices of kindergarten teachers. Descriptive statistics, One-way ANOVA and Independent Sample *t* Test were employed for the analysis of quantitative data. According to the findings, the kindergarten teachers often practiced on classroom management ($M=4.02$, $SD=.40$). There were significant differences in the classroom management practices of kindergarten teachers grouped by age and teaching experience. But there were no significant differences in the classroom management practices of kindergarten teachers grouped by professional qualification. In addition, there were significant differences in the classroom management practices of kindergarten teachers grouped by class size. Information from documentation of three open-ended questions was presented in order to support the quantitative data.

Key Words: Classroom Management, Kindergarten

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